



Pride & Joy

Family Run Day Nursery - Established 1996

Supporting children with special educational needs

Policy statement

We provide an environment in which all children, including those with special educational needs (SEN), are supported to reach their full potential.

We have regard for the Special Educational Needs Code of Practice (2001).

We ensure our provision is inclusive to all children with special educational needs.

We support parents and children with special educational needs.

We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice, and provision and, if necessary, make adjustments.

Procedures

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is: **Charlie Knight**

We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing, and responding to children's special educational needs.

We work closely with the parents of children with special educational needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with special educational needs and their families, including in connection with transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with special educational needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.

We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, considering their levels of ability.

We have systems in place for supporting children during the Early Years Action process (stage 2 on Continuum of Needs).

We have systems in place for working with other agencies through each stage of the Common Assessment Framework (CAF), Early Years Action Plus (stage 3 of Continuum of Need), Statutory Assessment and the Statementing process (stage 4 of Continuum of Need).

We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.

We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.

We provide in-service training for parents, practitioners, and volunteers.
We raise awareness of any specialism the setting has to offer, e.g., Makaton trained staff.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g., Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated, and reviewed annually.

We provide a complaints procedure.
We monitor and review our policy annually.

Further guidance

[Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs \(DCSF 2010\)](#)

[Early Years Foundation Stage and the Disability Discrimination Act \(DCSF 2010\)](#)

[The Team Around the Child \(TAC\) and the Lead Professional: A Guide for Managers \(CWDC 2009\)](#)

[The Common Assessment Framework for Children and Young People: A Guide for Managers \(CWDC 2009\)](#)

[Special Educational Needs Code of Practice \(0 -25years\)](#)

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| Held on 15th April 2013 |
| Date to be reviewed 14th October 2013 |
| Signed |
| Name Jeni Long |
| Position Owner |

Other useful Pre-school Learning Alliance publications

[The Role of the Early Years Special Educational Needs Co-ordinator SENCO \(2006\)](#)



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